5 Year Curriculum Objective Checklist

Directions: Use this checklist to see what your child previously knows or has recently learned. Do not approach this as a test or call it a test. Strictly use the information collected to know what areas of learning still need to be addressed. It may be best to complete this chart over several small units of time instead of in one sitting. Take your child’s lead. Circle or mark the answers that are incorrect and skip any sections which the child is unable to do. Have the appropriate supplies gathered before beginning.

Letters: Give the child a random tactile letter. Ask her to state the name and phonetic sound of the letter. Then ask her to correctly write the letter on a white board or piece of paper. You may want to make a distinction between the errors that occurred: name, phonetic sound, or writing.

A B C D E F G H I J K L M
a b c d e f g h i j k l m

N O P Q R S T U V W X Y Z
n o p q r s t u v w x y z

Numbers: Give the child a tactile number. Ask him to state the name and write the number. You may want to make a distinction between the errors that occurred.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

_____ Child can count by 10’s     _____ Child can count backwards from 10-0

Sightwords:

I a the of you and
is in was to that it
on for he are as with
his have they be at this
from or one had

Information:
Ask the child to write her first name on the line. ____________________________________________________________________________

_____ Child knows full name.

_____ Child knows address.       _____ Child knows phone number.

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**Spatial:** Using a stuffed animal and toys, instruct the child to place the toys in various places in relationship to others.

<table>
<thead>
<tr>
<th>Beside</th>
<th>Next to</th>
<th>Between</th>
<th>Right</th>
<th>First</th>
<th>Middle</th>
<th>Bottom</th>
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<tbody>
<tr>
<td>Behind</td>
<td>In Back</td>
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<td>Left</td>
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**Sorting:** Using a pile of toys, the child can sort the toys two different ways. _______

**Money:** Child can identify and explain -
- _______ Penny
- _______ Nickel
- _______ Dime
- _______ Quarter

**Math:** Child can create and finish a math sentence adding up to three. _______

**Clock:** Child demonstrated understanding of hour hand on the clock. _______

**Shapes and Colors:** Name the color and shape.

![Colorful Shapes](image)

**Sequence:** Child can sequence (first, middle, last) -
- _____ Daily Activity
- _____ Simple Directions
- _____ Story
- _____ Whole Day

**Patterns:** Child can create -
- _____ AB pattern
- _____ ABB pattern
- _____ ABA Pattern

**Emergency:** Child can appropriately answer the phone. ________ The child can appropriately dial 911. ________
Child demonstrates fire safety and knows the meeting spot. ________

**Knowledge:** Child can demonstrate knowledge of the following with little to no assistance.

- _____ # of Bible Stories
- _____ # of Fingerplays
- _____ # of Memory Verses
- _____ # of Songs
- _____ # of Major holidays & purpose of each
- _____ Days of the Week
- _____ Opposites
- _____ Pledge of Allegiance
- _____ Classification (plants, animals, transportation, living/non-living)
- _____ 12 Months
- _____ Appropriate dress for various weather
- _____ 4 Seasons
- _____ 5 Senses & purpose
- _____ Part of Book, Book care
- _____ 12 Months
- _____ Appropriate dress for various weather
- _____ 4 Seasons
- _____ 5 Senses & purpose
- _____ Part of Book, Book care
- _____ 12 Months

**Motor Skills:** The child exhibits appropriate skills in the following areas.

- _____ Fine Motor Skills
- _____ Gross Motor Skills
- _____ Visual Perception
- _____ Hygiene
- _____ Chores

For more information check the Development Guides - http://www.abcjesuslovesme.com/ideas/developmental-guide-5-year